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The Kentucky Department of Education's mission is to prepare all Kentucky students for nextgeneration learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

## **Superintendent Webcast**

The last superintendent webcast was July 25. The topics discussed were 1) celebration of meeting the 55 percent target required in SB 97 and next steps; 2) summary of regulations that go into effect in the coming school year; 3) update on the accountability timeline; 4) update on the superintendent evaluation work; and 5) Information on the Professional Growth and Effectiveness System (PGES) pilot Web collector. To access previous webcasts, go to http://education.ky.gov/CommOfEd/web/Pages/default.aspx

## **ISN Monthly Webcast**

To access the June 4 ISN Webcast and PowerPoint, go to ISN Webcasts. The next ISN webcast is Aug. 16.

#### **Legislative Update**

Commissioner Terry Holliday committed that the legislative agenda from KDE would include restoration items, such as a return of base SEEK per child to the 2008-09 level, a return of flex focus funds to a similar level and a return of the commitment for bandwidth and electronic resources. As to expansion requests, discussion included encouraging legislators to seek funding for full-day kindergarten.

# **Kentucky Board of Education (KBE) Update**

The Kentucky Board of Education met Aug. 7 and 8. Some of the items discussed were:

- Kentucky TELL data results as they related to policy
- changes to 704 KAR 3:390, Extended School Services
- an update on the Professional Growth and Effectiveness System work
- criteria to graduate early

To review the agenda, go to http://education.ky.gov/KBE/meet/Pages/default.aspx.

Implementation of 704 KAR 7:160: There has been an overwhelming response to the online training KDE has prepared for 704 KAR 7:160, Use of Physical Restraint and Seclusion in Public Schools. As of July 31, more than 10,000 users had registered for the training. Users from all over the United States and other countries have logged in for the training, which is a testament to the quality of the training modules.

Online training modules, *Promoting Positive Behavior in Schools*, produced by KET and made available through PBS TeacherLine, can be accessed <u>here</u>. The User's Guide will provide instructions for enrolling in the free online course. Additional information about the regulation and implementation can be found on the KDE website <u>here</u>.

We will continue to be available to you for questions and assistance as you move forward with implementation of the regulation. If you have further questions, please contact Gretta Hylton at gretta.hylton@education.ky.gov.

Frequently Asked Questions (FAQ) Resource to Assist with Implementation of 704 KAR 7:160, Use of Physical Restraint and Seclusion in Public Schools: KDE has revised the Frequently Asked Questions (FAQ) resource to assist you with implementation of 704 KAR 7:160, Use of Physical Restraint and Seclusion in Public Schools. The revised version is attached and includes information related to a clarification regarding "all school personnel," as well as information related to student teachers. The revised FAQ also may be accessed here.

## **Data Quality**

**Tracking of Dual Credit Courses:** To track dual credit opportunities students have across the state, two drop-down menus have been modified in Infinite Campus (IC).

When entering a course into IC, it is important to pay attention to how the course is taught. The Teaching Method dropdown box describes what type of course it is and/or who is teaching it. The default is "01: Direct Instruction." Type of course refers to special courses such as dual credit, credit recovery, NAF Academy, etc. Then the choices further break down into who is teaching the course (district or college employee, for example).

The Instructional Setting dropdown box will describe where the course is being taught. This refers to special settings for classes such as dual credit courses taken at the college campus or career/tech courses taken at an area technical center.

If you have questions, please contact Amy Patterson at <a href="mailto:amy.patterson@education.ky.gov">amy.patterson@education.ky.gov</a>.

## **Unbridled Learning Update**

#### **Standards Update**

At the June, 2013, Kentucky Board of Education meeting, the KBE gave final approval to 704 KAR 3:303, Kentucky Core Academic Standards (KCAS), including the new Next Generation Science Standards (NGSS). That regulation must complete the regulatory process before becoming final. To access the standards, go to

http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=9157&AgencyType ID=1.

Science standards for the middle grades: The version of the new KCAS science standards adopted by the Kentucky Board of Education has middle school standards assigned to individual grades. The Next Generation Science Standards, as published, group the middle school standards into a grade band, leaving the decision to assign them to grades up to the individual adopting states. Kentucky has used the revised conceptual model from 'Achieve's *Model Course Mapping in Middle and High School* (Appendix K in the NGSS) to assign the individual performance expectations to grades 6, 7 or 8. A link to the version of the KCAS science standards that includes the middle grades assignments can be found at http://education.ky.gov/curriculum/sci/Pages/Next-Generation-Science-Standards.aspx.

#### **CIITS Update**

**New CIITS Roles Report Now Available:** A new "CIITS Roles" report is now available in the KY State Reporting section in IC. Staff can run the report to see which custom CIITS roles are assigned to district staff, the institution in which the permissions are assigned and the assignment start date. Districts may use the report for auditing and information purposes. The path to run the report is KY State Reporting > KDE Reports > CIITS Roles. Custom CIITS roles may be provisioned or end-dated on the individual's District Assignment tab. For more information about custom CIITS role setup, please refer to the Assigning CIITS Roles and Permissions through Infinite Campus training guide.

**CIITS Implementation Sharing:** Kentucky school districts are finding CIITS to be a helpful educator resource for teachers and leaders. Among this support is the ability for all school districts to create resources and share new ideas to help one another. The Covington Independent School District is spreading the word about CIITS implementation in its district by highlighting posters that share a few ideas from the teacher perspective. Tiffany Powell, a 3rd-grade teacher at Latonia Elementary School, shares some ideas about why CIITS is her best friend in the attached poster. Feel free to send models and ideas about how your district is finding success through implementing CIITS to the <a href="mailto:kdeciitsmailbox@education.ky.gov">kdeciitsmailbox@education.ky.gov</a>.

**My CITS Homepage for Students:** The CITS "Student Portal" now is called the "My CITS Homepage for Students." This change is effective immediately to eliminate any confusion with the Infinite Campus student portal.

The My CIITS Homepage for Students became available in June with release of Version 15.0. This allows teachers to search content intended for students, assign the content to students, set assignment parameters such as visible start/end/due dates and provide instructions and comments for the assignment. More information on assigning resources to students is available <a href="here">here</a>.

## **CIITS/Infinite Campus Important Data**

- Multiple School Calendars Require Unique Schedule Structure Names: Schools may have multiple
  calendars in Infinite Campus; however, each school calendar must have a unique schedule structure
  name. For example, if a school has two calendars, the schedule structure name should not be
  "Main" for both calendars. Teachers will not be able to see students in their courses/sections in
  CIITS if two or more calendars within a school have the same schedule structure name.
- User E-mail Addresses Must be Unique: A user's e-mail address is the login and controls access to CIITS. Staff e-mail addresses (ending in "kyschools.us") should be entered only in the primary e-mail field on the staff person's record in Infinite Campus. Do not enter the staff member's e-mail address

- in the primary e-mail address field of other person records (e.g., child's person record). If staff enters a staff e-mail address into the primary e-mail address field in Infinite Campus for more than one one-person record, it will cause CIITS-access issues.
- Staff District Employment and Assignment Records: All staff wishing to access CIITS must have an
  active district employment record, an active district assignment record, and a valid "kyschools.us" email address entered in Infinite Campus. In addition, principals and superintendents must be set up
  so that their e-mail address on the Demographics tab matches the e-mail entered on the District
  Information tab (for superintendents) and the School tab (for principals). For detailed information
  on setting up users and assigning permissions in CIITS, see the CIITS roles and permissions training
  guide.
- Secondary Site Enrollments Now Displayed in CIITS: If entered in Infinite Campus, courses and
  sections that a student takes through a secondary site such as an area tech center or an alternative
  school are now displayed in CIITS on the Student Profile, Academic Record section below the
  student's primary enrollment information. Primary enrollments with the State Exclude box marked
  will not be extracted from Infinite Campus and will not be displayed in CIITS.
- Section Numbers: KSIS administrators must assign a unique section number for each course section.
   Failure to assign a unique section number will prevent teachers from viewing in CIITS their students for each course and section.
- The CIITS/IC data-mapping guide provides in-depth information on which data is extracted from Infinite Campus and loaded into CIITS.
- CIITS updates can also be found in the KSIS and More newsletter at http://education.ky.gov/districts/tech/sis/Pages/KSIS-Newsletters.aspx.

If you have any questions concerning CIITS, contact Maritta Horne with the Division of Enterprise Data at (502) 564-2020, ext. 2478.

## **Gap Delivery Plan**

**Co-Teaching:** Marilyn Friend (<u>Co-Teaching Connection</u>) describes co-teaching as a **service delivery** option in which two or more certified teachers (e.g., regular and special education) share instructional responsibility and joint accountability for a single group of diverse learners. This service delivery option allows educators to share their knowledge and skills by collaborating in the classroom to help students maximize their potential.

This approach also is featured as a key component in the **Co-Teaching for Gap Closure (CT4GC)** initiative in the Professional Learning for Closing Gaps strategy of KDE's <u>Closing the Achievement Gap Delivery</u> Plan.

#### **CT4GC Website**

http://education.ky.gov/school/Pages/Co-Teaching-for-GAP-Closure.aspx

**Collaborative Teaching Practices for Exceptional Children (Q&A 2011)** 

http://education.ky.gov/specialed/excep/Documents/Guidance%20Documents/Collaborative%20Teaching%20Practices%20for%20Exceptional%20Children%20-%20Question%20and%20Answer%20Document.pdf

### **College and Career Readiness Plan Update**

**Early Graduation:** Senate Bill 61 creates a new section in KRS that redefines early graduation and supports change to ensure that all students are college and career ready. We anticipate the regulation

for the statue to complete the process by January 2014. The Early Graduation regulation will go into effect during the 2014-2015 school year. Watch for further communications as the regulation moves through the process.

For more information please contact Kelly Clark at kelly.clark@education.ky.gov.

## **Assessment and Accountability System**

DAC Monday e-mail link: <a href="http://education.ky.gov/AA/distsupp/Pages/Communications.aspx">http://education.ky.gov/AA/distsupp/Pages/Communications.aspx</a>

**EXPLORE** and **PLAN** Assessments: Kentucky will administer the EXPLORE and PLAN assessments two more times as mandatory state assessments in September 2013 and September 2014. ACT Inc. will no longer develop these two products. Instead, they are developing ACT Aspire. More information on Aspire can be found at <a href="https://www.discoveractaspire.org">www.discoveractaspire.org</a>.

Kentucky has been well served by EXPLORE and PLAN over the years. Individual districts that purchase the assessments will have the option of administering EXPLORE and PLAN through the end of the 2014-15 academic year – specifically through June 2015.

State statute requires a high school readiness assessment at grade 8 and a college-readiness assessment at grade 10. KDE will follow the procurement process to seek assessments to meet the legislative requirement. Stakeholders will be sought to assist with the selection process.

## **Professional Learning**

**New Professional Learning Definition and Standards:** During the 2013-14 school year, the Professional Learning Task Force (PLTF), consisting of practicing teachers, administrators, higher education and other stakeholders led by Joellen Killion, met several times to establish a comprehensive professional learning system for Kentucky educators. In response to the PLTF policy and guidance recommendations, the Kentucky Board of Education approved a new definition of professional learning (PL), along with new Professional Learning Standards at its June 5 meeting.

What is the difference in "professional development" (PD) and ""professional learning" (PL)? PD is primarily the sharing or dissemination of information, skills and strategies without the intentionality or accountability for implementation, data-based focus or expected results. While it might be assumed that exposure to new information and ideas would transfer to practice, the reality is, it typically does not. Killion explains the difference between 'professional development' and professional learning at http://mediaportal.education.ky.gov/videos/professional-development-vs-professional-learning/.

Professional learning should:

- have a degree of accountability for implementing new knowledge, ideas and strategies
- focus on topics, skills or strategies chosen out of a desire or need to improve practice as evidenced by observations, reflections or data
- occur several times per week during the workday (job embedded)
- increase educator effectiveness and results for all students

The shift from professional development to professional learning in Kentucky is intended to elevate the importance of growth in educators that is driven by the need to improve student results. Merely

accumulating hours of PD must be replaced by an intentional and systemic approach to learning, applying, reflecting and refining practice so that teachers' results (i.e., their effectiveness) and students' results both improve.

The other PLTF policy and guidance recommendations are being addressed by a KDE professional learning and support strategy team. Coming soon will be a professional learning Web page that will include the definition of PL, the new PL standards, resources for professional learning, and guidance for schools and districts as they implement professional learning into their professional development plans. Continue to watch for more information about 'professional learning'.

For additional resources on Professional Learning, see:

- Standards for Professional Learning (Learning Forward) at <a href="https://www.learningforward.org/standards">www.learningforward.org/standards</a>
- Kentucky's Professional Learning Task Force at http://education.ky.gov/curriculum/lit/pages/pltf.aspx

# Professional Growth and Effectiveness System (PGES) Update

#### **PGES Timeline:**

- 2013-14 Statewide pilot using the system with a specific number of staff in each district
- 2014-15 Statewide implementation without consequences (no use of the system for personnel decisions)
- 2015-16 Statewide implementation with consequences (use the system to make personnel decisions)

**PGES Statewide Implementation Participants and Web Collector:** All districts must submit participant information to the Kentucky Department of Education through a Web-based data collection tool as part of the 2013-14 PGES statewide pilot. Superintendents have received an e-mail with log-in information for this tool and specific instructions that outline the process for data submission.

Districts are required to have a minimum of 10 percent of their schools participating in the pilot. Districts will identify their participating schools, principals and teachers. Participating teachers must not be in their evaluation cycle year; non-tenured teachers may not participate since they undergo yearly evaluations.

Teachers required per participating school:

• English/language arts: 1-2

• math: 1-2

English Language Learners/special education: 1-2

non-assessed: 2-3

Additional schools within the district are encouraged to participate in the pilot. Any number/configuration of teachers in the "additional schools" may participate in the statewide pilot. This information must be added to the tool as well. Central office personnel that may be observers or evaluators in the pilot do not need to register in the Web collector. Districts will be able to log in to the Web collector and make changes until Aug. 16. It is imperative that all entries are made by Aug. 16.

**Professional Growth and Effectiveness System Webcasts:** A webcast for all PGES statewide implementation participants aired on July 24. This webcast will also benefit others who are not involved in PGES statewide implementation in 2013-14, but who are preparing for full implementation of PGES in 2014-15. This webcast focuses on how the Educator Development Suite (EDS) within CIITS supports PGES; the second topic of the webcast focuses on the Principal Professional Growth and Effectiveness System (PPGES). This archived webcast can be found here.

The next Professional Growth and Effectiveness System webcast will air at 3 p.m. ET Aug. 28. The topic of this webcast will be the PGES statewide implementation expectations. All webcasts will be archived on the KDE website one day after airing.

The Professional Growth and Effectiveness System webcasts will be held monthly throughout the 2013-2014 school year. District leadership is strongly encouraged to watch each webcast and to share the information with district employees.

**Kentucky Peer Observation Pilot:** The official kick off to the Peer Observation Research Pilot was July 30. All six districts have been trained in using the cameras that record participants' lessons. Participants have already begun training on the use of cameras in peer observation by way of a wiki created specifically for this research grant. Participation in the wiki has been increasing daily.

**Peer Observer Training Module:** Due to unforeseen technological requirements from KET and PBS, the release date for the Peer Observer Training Module has been pushed back. The new date for release is expected to be mid-August. All registered participants for the July section in the Educational Development Suite will be automatically enrolled in the August section. KDE apologizes for the inconvenience. To accommodate the training needs of peer observers for the opening of the school year, it is recommended that teachers use the current observation resources on the KDE <u>PGES</u> <u>Professional Learning</u> website.

**PGES Proficiency System Update:** As of mid-July, approximately 1,350 Kentucky educators have passed the observation certification for the Professional Growth and Effectiveness System. All administrators who will be observing teachers during the statewide implementation of PGES must receive this certification. For more information regarding observation certification, contact Shirley LaFavers at <a href="mailto:shirley@KASA.org">shirley@KASA.org</a>.

#### 2013-2014 Observation Windows:

1st Window:Sept. 3-Oct. 312nd Window:Nov. 1-Dec. 203rd Window:Jan. 6-Feb. 284th Window:March 1-April 30

Area Technology Centers: During the 2013-2014 school year, six area technology centers (ATCs) will pilot the Professional Growth and Effectiveness System. Sites are Casey County ATC, Clark County ATC, Floyd County ATC, Garrard County ATC, Green County ATC and Harrison County ATC. Following the pilot year, there will be a statewide field test (2014-2015) for all area technology centers with full implementation in the 2015-2016 school year. PGES will become the official evaluation tool for all ATC teachers and principals during the 2015-2016 school year. If you have questions regarding PGES with the KY Tech schools, please contact Laura Arnold at <a href="mailto:laura.arnold@education.ky.gov">laura.arnold@education.ky.gov</a> or call (502) 564-4286, ext. 4230.

**Online Application Systems:** The Kentucky Department of Education, Division of Next Generation Professionals, is gathering information regarding districts' use of online application systems. The information will be used identify recruitment and hiring needs. KDE asks that superintendents or their appointees complete the survey by **Friday, Aug. 16**. Watch for the questionnaire in the Commissioner's *Monday Message*.

If you have any questions concerning the questionnaire, contact Candace Souder at <u>candace.souder@education.ky.gov</u> or (502) 564-1479, ext. 2012.

#### **TELL Updates**

The 2013 TELL Kentucky Winner's Circle selection process is underway. The TELL coalition of partners will identify 10 schools that will be recognized for outstanding teaching conditions and whose effective practices can be used as examples of best practices across the state. In addition to the TELL Kentucky 2013 survey results, other criteria for this recognition include school safety and student achievement. One school from each of the Supreme Court districts, one ATC, and two 'at-large' schools will be selected and will represent a diversity of grade levels, urbanicity and school size.

The Winner's Circle recipients will be announced in September and recognized at the Continuous Improvement Summit in Louisville on Sept. 30. Winners will conduct sessions at the summit to share strategies and best practices designed to improve teaching conditions. For more information on the summit, click here.

**TELL Kentucky Data is Available for Public View:** As a reminder, TELL Kentucky data is available to everyone at the <u>tellkentucky.org</u> website for every school that reached the 50 percent response rate threshold. Each school has a detailed, summary and comparison report. The New Teacher Center's Preliminary Report of Findings for the 2013 survey results is posted on the website and may be downloaded in a PDF.

#### **Upcoming Events**

**Mathematics trainings**: The Kentucky Center for Mathematics (KCM) has announced trainings and course offerings for the 2013-14 school year. Click <a href="here">here</a> for course descriptions and links to help you choose the right training(s) for your needs. KCM professional development:

- equips teachers to become better data-based decision makers and designers of instruction using research- and evidence-based models of student thinking and learning
- builds professional relationships among participants who share knowledge, passion, problems of practice, strategies, resources and friendship
- increases leadership capacity among participants
- supports teacher-scholars who have a learner mindset and aspire to study important professional literature
- aligns with the Common Core standards for mathematical content and practice
- supports school compliance with Kentucky's statutes, such as the Primary Program Review, the Professional Growth and Evaluation System and Response to Intervention
- is facilitated by highly-qualified experts
- · is continually evaluated and improved
- is sustained and job-embedded
- is student-focused and participant-centered

If you should have any questions about these professional development opportunities, please contact the KCM at kcm@nku.edu.

#### **Announcements**

State Reporting for Grades: This is a very important reminder related to grade reporting that requires follow up from each school district. Grades are currently entered into Infinite Campus consistently for many reporting purposes. For example, the grades entered in IC are transferred to CIITS and this impacts additional instructional planning, data analysis and research for a variety of educators who use this data. As part of the process of entering grades, schools must use IC to indicate all of the following: term grades, final grade and end-of-course assessment to mark the data complete for state reporting. These must be marked with the state-reported checkbox in the grading task. If this process is not followed, critical education data will not be available for additional instructional planning, data analysis, research gathering and statewide reporting. The statewide process defined for reporting grades is attached for your reference. If you have any questions, please contact Joe McCowan at joseph.mccowan@education.ky.gov.

**State Textbook Commission Application**: Applications are being accepted for members of the State Textbook Commission. A parent/lay member and a teacher member are needed. Those interested can apply by going to the <a href="State Textbook Commission Member Application">State Textbook Commission Member Application</a>. If you have questions about the State Textbook Commission, contact Kathy Mansfield at <a href="kathy.mansfield@education.ky.gov">kathy.mansfield@education.ky.gov</a>.

**Next-Generation Student Council:** In order to gain valuable feedback from Kentucky students and to engage student leaders in learning by doing, Commissioner of Education Terry Holliday created the **Next-Generation Student Council.** This group meets with the commissioner and Kentucky Department of Education (KDE) staff, both in person and virtually, to discuss how decisions made at the state level are affecting students throughout Kentucky and provide feedback – from a student perspective – on critical issues impacting Kentucky students and schools.

The Next-Generation Student Council is a year-long program for Kentucky public school students in grades 10-12. The council will play a vital role in providing input regarding issues that face education in Kentucky and work with KDE staff to develop ideas that will work to improve and transform education. The council seeks students with refreshing ideas and thoughtful insight into how we can further improve our schools and student achievement. As such, we encourage all students to apply in order to represent the diverse academic, geographic, demographic and school-size variables particular to our state.

Students can click <a href="http://bit.ly/KDENGSC">http://bit.ly/KDENGSC</a>) to access the application and read FAQs for the council. **Please read the FAQs prior to completing the application.** KDE will accept applications for the 2013-14 Next-Generation Student Council through Aug. 30. **Applications with a postmark date on or before Aug. 30 will be considered.** 

A committee of KDE representatives will review and score all applications based on the answers provided to the questions. Appointments to the council will be based on how well the applicants communicated their ideas and goals. This committee will then select six students to serve on the 2013-14 council alongside the five returning student council members.

Commissioner Holliday looks forward to working with the 2013-14 council and using the time together

to generate results-oriented dialogue and solutions.

Questions? Contact Stephanie Siria at stephanie.siria@education.ky.gov or (502) 564-2000, ext. 4614.

Health/First Aid Rooms in Schools: Health/first aid rooms in some schools have been repurposed or will be repurposed so that they can no longer be used for student health services. In KRS 156.502 (<a href="http://www.lrc.ky.gov/KRS/156-00/502.PDF">http://www.lrc.ky.gov/KRS/156-00/502.PDF</a>), Kentucky law requires that school health services be provided in schools. Best practice for providing required health services to students to protect their privacy and the health of all other students and employees is the use of a dedicated first aid/health room.

Per 702 KAR 4:170, the Kentucky Board of Education has approved the administrative suite support spaces that must be in each school including the minimum requirements for a first aid room with toilet, often referred to in schools as the health room. Room specifications are:

- minimum area = 200 square feet
- location off the reception area and with direct view the receptionist's desk through a half-glass door sidelight
- equipped with a base cabinet with sink
- space for a least one cot
- a handicapped-accessible toilet room within the first aid/health room

If you wish to review this information, you may reference page 47 of the *Facility Programming and Construction Criteria Planning Guide*, available from the KDE Web site at http://education.ky.gov/districts/fac/Documents/702 KAR 4-170.pdf.

Any facilities constructed after March 2, 1995, should already include a first aid room based on the standards in 702 KAR 4:170. Please review this information with principals, school health coordinators and other staff providing school-based health services to students to ensure that these rooms are properly used in schools. If your facility was constructed prior to 1995 and you do not have health rooms in all schools, please review available space to provide a first aid/health room.

For questions regarding First Aid/Health Rooms, you may contact Cheri Meadows at cheri.meadows@education.ky.gov or (502) 564-5279.

Grants for Integrated Elementary World Language and Arts Programs: The Kentucky Center for the Performing Arts has announced a second round of grants for world language and arts integration. Up to seven grants of \$10,000 each will be awarded. Any teacher who has attended a Next Generation Academy for the Integration of the Arts and World Language (2011, 2012 or 2013) is eligible to apply for this grant. The grant will be used to initiate or improve an elementary school world language/arts integration program in any elementary school in the district where that teacher is teaching. The teacher may be an elementary, middle or high school teacher, but the grant must be applied to an elementary school. To apply, teachers must fill out an online application form at <a href="http://www.surveymonkey.com/s/583G3W7">http://www.surveymonkey.com/s/583G3W7</a> and submit it to the Kentucky Center for Performing Arts by Sept. 3 at midnight. Award notification will be made by Sept. 20.

Questions about grant eligibility, requirements or others should be directed to Robert Duncan (arts consultant) at <a href="mailto:robert.duncan@education.ky.gov">robert.duncan@education.ky.gov</a> or Jacque Van Houten (world language consultant) at <a href="mailto:jacqueline.vanhouten@education.ky.gov">jacqueline.vanhouten@education.ky.gov</a>.

#### Resources

**EL Webinars:** Kentucky English Learners (EL) district coordinators and educators had the opportunity in June to participate in WIDA webinars specifically set up for Kentucky. These webinars are available for Kentucky EL educators and district staff to view in the WIDA Download Library (<a href="http://www.wida.us/downloadLibrary.aspx">http://www.wida.us/downloadLibrary.aspx</a>) under Videos/Webinars. District personnel will need to log in using the same credentials they use for ACCESS training. EL coordinators in each district have the log-in information. Documents used in these webinars can be downloaded after logging in to watch the archived webinars.

The first webinar was ACCESS Score Report Interpretation 2013. The webinar provides an overview of the ACCESS for ELLs score reports. The facilitator covers the different score reports available and the uses of each report. The webinar describes methods and considerations for disseminating information contained in the score reports. After viewing the webinar, participants should be able to identify the uses for each ACCESS for ELLs score report.

The second Kentucky WIDA webinar is *EL Standards in Action: Differentiation*. The webinar reviews the WIDA Framework, examines the WIDA Tools for Differentiation and engages in a process for developing standards-based differentiated instruction and assessment. Activities to assist in applying the WIDA CAN DO Descriptors and transformed Model Performance Indicators (MPIs) for lesson planning are part of the webinar.

Please contact Gary Martin at <a href="mailto:gary.martin@education.ky.gov">gary.martin@education.ky.gov</a> or Denise Bailey at denise.bailey@education.ky.gov for additional information.

**Beyond Proficiency @ Your Library:** Beyond Proficiency @ your library provides information to assist schools and districts in creating highly effective school library media programs to positively affect student achievement. Visit the <u>Beyond Proficiency @ your library</u> Web page to find a rubric to evaluate school library media programs in your district, as well as to find supports such as a webcasts that describes the components of this resource. Project-based and collaborative teaching library media programs focused on 21st-century skills ensure students are college and career ready. For more information about **Beyond Proficiency @ your library** and other school library-related questions, contact Kathy Mansfield, library media/textbooks consultant, at <a href="mailto:kathy.mansfield@education.ky.gov">kathy.mansfield@education.ky.gov</a>.